

Inspection date	12/03/2013
Previous inspection date	06/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder is friendly, caring and gets to know the children well.
- The childminder gives a positive approach to improving her practice through training.
- Children's independence and socialisation skills are promoted well.
- Children play in a comfortable, safe and hygienic home.

It is not yet good because

- the childminder is not sufficiently aware of the assessment systems for the progress check for two-year old children. This impacts on how children's progress is monitored
- the childminder has not sufficiently established ways of sharing information on children's starting points with their parents. This impacts on initial planning of activities
- the childminder has not established consistent ways of sharing information on children's development with other settings. This impacts on continuity in their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the living/dining room and kitchen.
- The inspector had discussions with the childminder and children.
- The inspector sampled a range of documentation including children's learning folders, operational policies and procedures.
- The inspector viewed the childminder's quality report from her early years advisor.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 1999. She lives with her three sons in a detached house situated in Blandford Forum, Dorset. Children have use of a living/dining room, kitchen and cloakroom downstairs and a bedroom is available upstairs for sleeping. There is a fully enclosed garden available for outside play. The family have a pet cat and a rabbit. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, three of whom are in the early years age range. Children attend on a full and part-time basis. The childminder is currently undertaking an NVQ 3 training course.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge of completing a written summary, for parents who have children aged between two and three years, to show their child's progress in their physical, personal, social and emotional development and their communication and language skills (prime areas) which identifies their strengths and any areas where the child's progress is less than expected

To further improve the quality of the early years provision the provider should:

- develop further the information shared with parents, such as on children's developmental starting points, to fully support the initial planning of activities
- develop further the partnerships formed with other settings children attend to consistently share information on their achievements and promote continuity in their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage framework. She is starting to use her observations of children's play effectively to identify their next stages of development. For example, she recognises children's confidence and enjoyment in counting. She extends this interest by playing a colourful, matching number card game with them. This

encourages children to start connecting their counting to the corresponding written number shape. This means activities are offered that build on children's interests and existing skills. Children concentrate well as they listen to favourite stories. They begin to join in with the reading, showing they are starting to recognise repeated phrases and words. They start to write for a purpose, for instance as they 'write' their name and begin to identify the initial letter of some words. This encourages children in linking sounds with letters and effectively supports their early reading awareness. Consequently, children are supported positively in gaining the necessary interest to develop their future skills.

The childminder forms friendly relationships with parents. She regularly shares their child's learning journal with them and invites their comments. This keeps parents well informed of their child's progress and encourages their involvement in their learning. However, information shared with parents on children's developmental stages as they start with the childminder is limited. This impacts on the effectiveness of how initial activities are planned to support each child's existing abilities. The childminder works with parents on supporting any specific needs of their child. However, systems of liaising consistently with other settings, such as pre-schools that children attend are limited overall. This impacts on the continuity provided for children's ongoing learning and developmental needs.

The childminder interacts well with children and they respond positively. This supports them in feeling secure in her care and they enjoy their play. For example, they are keen to join in with a painting activity. They use their imagination as they paint a picture of a big dinosaur with a long neck. In addition, they learn about colour as they mix the paints together and know that red and blue make purple. This appropriately encourages children in developing their creativity and exploration of colour. Toddlers are happy to explore the range of activity toys and games. They press buttons or turn switches with interest and see colourful lights appear or hear music playing. As a result, they learn about cause and effect through their play as they start to make connections with their actions. Children enjoy building and use construction blocks confidently to make their towers and models. This activity supports their hand-eye coordination skills well as they carefully balance each brick on top of another.

The contribution of the early years provision to the well-being of children

Children form positive relationships with the friendly childminder and respond easily to her gentle humour. She gets to know their individual routines well. For example, she recognises when children are tired and is able to let them settle to have a rest. As a result, children feel secure in her care knowing their needs will be met. Children behave well as the childminder acts as a positive role model. The childminder keeps suitable boundaries for children and explains to them why some behaviour could be dangerous or harmful to others. She encourages children to be helpful and kind. For instance, they willingly help the younger children take off their outdoor clothes. The childminder praises children frequently, for example, as they complete a large floor puzzle or recognise letters from their name. Consequently, children feel good about their achievements and this gives them confidence in their learning. Therefore, the childminder supports children well in gaining the skills to prepare them for their transition to school.

Children are cared for in a comfortable, welcoming home. They can access a range of attractive toys, which are stored at low level to encourage children's independent choices. For instance, younger children happily explore the range of colourful activity toys. The childminder encourages children's awareness of healthy eating through the fruit she offers for their snacks. They play shops and 'go to buy' the pint of milk the childminder asks for. This gives children the idea of some foods, which are nutritious and healthy. The childminder provides a small step for children to reach the sink. This appropriately promotes their independence in washing their hands. The childminder follows suitable procedures for nappy changing and washes her hands after changing each child. Consequently, this helps to prevent cross contamination.

Children enjoy their outings and benefit from playing out in the fresh air. For example, they walk to feed the ducks or visit a nearby garden centre where they see lambs, chickens, rabbits and donkeys. Children have fun using up their energy at a soft play centre. They are eager to climb, slide, swing on ropes or crawl through the ball pool. They like to dance to music and stretch their arms and legs. As a result, they are supported well in learning to control their bodies in different ways. The childminder encourages children well in their understanding of road safety. They are quick to know that red means stop and green means go with the colours of the traffic lights. They know it is important to look and listen before crossing the road. This appropriately helps children to learn how to keep themselves safe from harm.

The effectiveness of the leadership and management of the early years provision

The childminder has developed a satisfactory awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She has formed clear operational policies, such as for managing children's behaviour or safeguarding their welfare. She shares these with parents, which keeps them well informed of her practice. The childminder understands the importance of safeguarding children in her care and has attended related training. She keeps written information on file to support her in managing any concern arising. In addition, she obtains written permissions from parents, such as for taking their child on outings. This contributes to protecting children's welfare. The childminder completes risk assessments of her premises and has put suitable safety prevention in place. For example, she has fitted catches to lower cupboards containing cleaning materials and keeps a fire blanket in the kitchen. This helps to provide a safe environment for children. The childminder also assesses risks on each outing. For instance, she has formed clear procedures for getting children in and out of the car safely. This sufficiently promotes children's well-being.

The childminder is keen to make continual improvements to her practice to promote outcomes for children. For example, she has reviewed how she stores toys and resources to enable children to make independent choices. This shows she is supporting inclusion as toys are accessible for all children. The childminder has identified different training courses that will help her develop her practice. For instance, she is starting a Level 3 course to

continue developing her knowledge of child care and early year's education. In addition, she is working with a quality improvement programme provided by the local authority advisors.

However, the childminder has not gained knowledge of the process of completing the progress check for two-year-old children. This is a registration requirement and impacts on the effectiveness of monitoring children's progress against their expected developmental stages.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	141022
Local authority	Dorset
Inspection number	813995
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	06/07/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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